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AUTHOR Smith, Albert; And Others
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ABSTRACT

A narrative and documented review of the initial stages of organizing a consortium for inservice teacher education is presented. Functioning as a Teacher Corps project, a model is being developed for collaborative decision-making among teacher associations, local school districts, and institutions of higher education. Under consideration is a model consortium in the state of Washington involving Western Washington State College, the Arlington Education Association, and the Arlington Public School District. The major emphasis of the consortium will be on inservice or continuing education/ certification for teachers. In addition to development of the consortium by-laws, another component of this effort is a study that attempts to cost out the development of the model. Nine Appendices detail the following: (A) Teacher Corps - Second Year, 9th Cycle (outlining Teacher Corps objectives in developing continuing education of school faculties); (B) Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel; (C) Cost-Benefit Analysis; (D) Miscellaneous Consortia Development Documents; (E) Events Held Directly Related to Consortia Development; (F) Minutes of Consortium Planning Meetings of November 17 and December 1; (G) Letter of Intent; (H) Northwest Professional Development Consortium Policy Procedures and By-Laws; (I) Agency Approval of By-Laws. (JD)

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ED129806

Western Washington State College

Bellingham, Washington

INSERVICE EDUCATION CONSORTIA DEVELOPMENT

Dissemination Report: Second Year--Ninth Cycle Teacher Corps

Presented to: the State Consortium Advisory Committee to Teacher Corps . . . composed of representatives from the:

- State Office of Public Instruction
- Washington State Council of Deans
- Washington Education Association
- Washington Association of School Administrators
- Elementary School Principals' Association of Washington

and to:

- National Teacher Corps

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Albert Smith

July, 1976

SP010 521

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F. Minutes of Consortium Planning Meetings of November 17 and December 1

G. Letter of Intent

H. Northwest Professional Development Consortium Policy Procedures and By-Laws

I. Agency Approval of By-Laws

Foreword

One of the major purposes of the Teacher Corps Project at Western Washington State College has been to demonstrate a collaborative process in designing and implementing teacher education. The major thrust of the project has been to work with the Arlington School District and Arlington Education Association to form a consortium for offering inservice education. The inservice education program has been planned around the concept that teachers shall have a major voice in the design of their professional improvement program.

In order to get this collaborative effort organized, the Teacher Corps Project contracted with the Washington Education Association for the services of Mr. Albert Smith, their field representative. Mr. Smith's role has been that of facilitator for the collaborative effort. Mr. Smith is the only staff person from a state education association or union to hold the position of Project Program Development Specialist for a Teacher Corps Project.

We, at the Teacher Corps Project, are pleased with Mr. Smith's accomplishments in bringing about the satisfactory completion of the initial stages of this first consortium for inservice education. We look forward to continued progress in developing a unique program of studies for this inservice consortium and resulting State approval.

Herbert Hite
Project Director
August 2, 1976

Introduction

A major objective, both process and product, of the second year ninth-cycle Teacher Corps program housed at Western Washington State College (WWSC) during the 1975-76 fiscal year, has been the development of an organizational model for collaborative decision making among teacher associations, local school districts (LEAs) and institutions of higher education (IHEs). The proposal abstract dated May 15, 1975, prepared by Dr. Herbert Hite, Teacher Corps Director at WWSC, addresses the particulars envisioned for this model (see Appendix A).

The State of Washington Board of Education adopted a set of guidelines and standards in July 1971 which delineate the steps to follow in developing "consortia" for both pre- and inservice teacher education (see Appendix B for these guidelines). The Guidelines have been followed this past year as the model has evolved.

The site selected to pilot the model is the Arlington School District. The district administration under the leadership of Superintendent Richard Post and its local teacher association under the leadership of Mr. John Snyder, President for the 1975-76 school year have collaborated with officials of WWSC School of Education in making the initial decisions upon which to build the foundation for the model. Officials from the Washington State Office of the Superintendent of Public Instruction (SPI) have readily advised the three agencies as the planning has proceeded.

In addition to development of the consortium framework (its by-laws), another component of this effort has been a study which attempts to cost out the development of the model to include an estimate of both the benefits and corresponding liabilities of each activity (process) and product as these are perceived from the viewpoint of the respective agencies involved in developing this model. Dr. Patrick McIntyre, Information Specialist with WWSC Teacher Corps, has produced a "first cut" at doing this. (See Appendix C for Consortia Development Cost-Benefit Chart.)

The development of the Arlington Consortium has proceeded along seven distinct phases, four of which were completed through the ninth cycle-year two grant period with the remaining three scheduled for development during the first year of the eleventh cycle. The following report is a brief narrative review of the past year's activities and is presented as a summary of the four phases completed to date.

Phase One--Preliminary Discussions

Last fall, a series of meetings were held with officials representing WWSC, the Arlington School Board and the Arlington Teacher Association. Representatives from the Washington Education Association (WEA), SPI, and the other school districts affiliated with the Teacher Corps ninth cycle grant* were also invited as "participant-observers" to these discussions in anticipation that these districts may elect to join this consortium or form a modified version of the Arlington Model during the eleventh-cycle grant period. Several documents were prepared to assist in exploring both the process of development and the "nuts and

*Anacortes, Neah Bay, LaConnor, and Bellingham.

bolts" of consortia operation in conformance with the Guidelines. (See Appendix D for samples of these documents.)

Several meetings were arranged during this phase with different organizations which were either directly or indirectly related to the effort (see Appendix E for listing of meetings). Two key meetings for the purpose of allowing the three agencies opportunity to collaboratively decide whether or not to proceed were held in late fall. (See Appendix F for the minutes of these meetings.) The meetings resulted in a joint decision by the three agencies to file a letter of intent with the State Office as required under the 1971 Guidelines. The task of drafting the letter was entrusted to the Program Development Specialist (PDS), Albert Smith, with the direction that it be mailed in early January of 1976.

Phase Two--Letter of Intent

The letter of intent was drafted and presented for review to each of the prospective member agencies in early January. After appropriate revision, it was signed by each of the authorized officials of the three agencies and forwarded to the State Office in Olympia for recording. Copies of the letter were sent to all persons (18) who had participated in the preliminary discussion meetings of November 17 and December 1. (See Appendix G for a copy of this document along with the agency letters of authorization for representatives to the Policy Board.) The letter was mailed on January 8, 1976.

Phase Three--Development of By-Laws

On January 28, the Policy Board* met at WWSC to discuss the development of by-laws as specified in the Guidelines. Albert Smith was directed

*Dr. Herb Hite, Mr. Richard Post, Mr. John Snyder

by the Board to explore existing state approved guidelines for pre- and specialized inservice for ideas and to proceed to draft a document which conformed to the Policy Board's intentions as discussed during the meeting.

Visits were made by Al Smith to Dr. Norma Dimmit of the University of Washington and Dr. Robert Branch of Gonzaga University, both of whom were instrumental in the development of by-laws for the respective pre-service consortia of their universities. Their by-laws and related experiences were studied and considered in the preparation of the first draft of the Arlington by-laws, and particular attention was given to the by-laws of the University of Washington TEPFO Program.

The first draft of the by-laws was subsequently forwarded to authorized representatives of each of the three agencies (Arlington Education Association, Arlington School District and WWSC) and to Dr. Ed Lyle of SPI for review and comments. The reviewed comments were then summarized and carefully considered by the Policy Board at its second meeting of April 27 in Arlington. During this meeting, the Policy Board members* collectively revised the first draft into the final version of the document. (See Appendix H for both the first and final versions.)

Phase Four--Agency Approval of By-Laws

The final version of the by-laws was presented to each member agency's governance unit for ratification in May. (See Appendix I for letters of approval.) The document has since been recorded with the State Office of Public Instruction.

*Joe Monty for John Snyder, Richard Post and Herb Hite

Eleventh Cycle Projections

Progress toward develo ng the consortium model has been slow, and care has been taken to proceed in accordance with authorized organizational channels of each member agency in order to honor their respective policies and procedures for decision making.

Though slow, the development has maintained a momentum which should carry over into the eleventh cycle. The structure for delivering inservice (by-laws) is complete and now a program(s) of inservice will be provided using the delivery structure. This development is presently underway. Needs assessment models are being examined and it is anticipated that there will be assessments conducted per building and per individual in order to prioritize the content of the inservice to be offered.

The phases for continuation of the model development through the eleventh cycle are summarized as:

- Phase Five--Development of Inservice Programs
- Phase Six--Policy Board approval of inservice programs
- Phase Seven--Implementation/Evaluation of the programs

Members of the consortium planning committee shown here in discussion during the meeting of November 17. Left to right are John Snyder, Ed Lyle, Dick Finnigan, Herb Hite, Dick Post, Len Savitch.

APPENDIX A

Teacher Corps - Second Year, 9th Cycle

APPENDIX A

Teacher Corps - Second Year, 9th Cycle

Herbert Hite
May 15, 1975

Proposal Abstract

1. The major objective of the second year will be the development of a model for the continuing education of a school's faculty which is directed toward the improvement of instruction in that school. This model was initiated in 1974-75. Major features of the model:

a. Teachers take on the reponsibility of defining objectives for the improvement of instruction in their schools.

b. The college arranges graduate credit for three phases of the improvement of instruction program--a needs assessment, a pilot program designed to meet a need, evaluation of the effects of the pilot program.

c. Teacher Corps funds make possible staff time of the school faculty and the use of faculty and other resources from the college so that the model may be fully developed and evaluated.

-- One of the school faculty will be designated Team Leader, and will be in charge of the inservice program. Teacher Corps will reimburse the school district for this person's salary and benefits.

-- A Graduate Intern will work with a team of teachers so that more staff time and talent can be devoted

to the improvement of instruction program. The Graduate Intern's academic study will be designed so that this study reinforces the staff project. The Graduate Intern will be a first year teacher and will receive a stipend. The schools will select the Intern(s) with whom they will work.

-- Thirty-two teacher days of released time will be funded by Teacher Corps for the academic year period.

-- Some funds will be provided for travel and instructional material.

-- A Clinical Professor will be assigned to each school. The Clinical Professor will facilitate the improvement of instruction program by working directly with the school team and by bringing other faculty and resources to work on specific problems as these are defined.

d. One, two or three Clinical Students will be recruited as full-time students of teaching in each school. These Clinical Students will study and practice beginning teaching skills. Their services should further enhance the program to improve opportunities for children in the school. The Clinical Student program will be a refinement of the Clinical Program at WWSC and the Teacher Corps Intern program of 1974-75.

2. In support of the major objective--developing a model in-service program--the Teacher Corps staff and consultants will develop:

a. One or more Consortiums for teacher education, as defined in the 1971 Standards for Preparation and Certification of School Personnel.

-- The Project's Program Development Specialist will have the responsibility for organizing and facilitating this effort. The Program Development Specialist will be a field-representative of the WEA who will be funded by Teacher Corps full time on this assignment.

-- The progress (and lack of progress) on this objective will be documented to provide the State and Teacher Corps a case study on Consortium development.

b. Project funds will be used to carry out a cost-effectiveness study of field-centered teacher education.

-- The study will be directed by Dr. Del Schalock, of Teaching Research of Oregon, a national authority on the subject.

-- Results will be available to the State Superintendent as well as the various agencies who collaborate on this project.

3. The hoped for outcomes of the 1975-76 project are:

a. A model of inservice education for Western's Education faculty's consideration.

The role of Clinical Professor and the role of supporting consultant to the project are different from the traditional roles of the college professor.

The rationale for these new roles is that they appear to be more closely related to improvement of instruction in school.

b. A model for the education and advanced certification of beginning teachers.

c. A model for consortium development and collaboration on inservice education.

d. A model for a cost effectiveness study of field-centered teacher education.

e. Improvements in the parts of teacher education programs which take place in field settings.

f. Dissemination of the achievements and failures of this project to the participating organizations of the project and also to the State Superintendent, the local units of the Washington Education Association, the American Association of Colleges of Teacher Education and National Teacher Corps.

APPENDIX B

GUIDELINES AND STANDARDS

for the

DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION

LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL

APPENDIX C

MODEL FOR THE COSTS, BENEFITS AND LIABILITIES

OF INSERVICE CONSORTIUM DEVELOPMENT

MODEL FOR THE COSTS, BENEFITS AND LIABILITIES OF INSERVICE CONSORTIUM DEVELOPMENT

CONSORTIUM DEVELOPMENT	BUDGET CATEGORIES								SOURCES OF FUNDING				
	1	2	3	4	5	6	7	8					
	Salaries--Certificated	Salaries--Professional and Technical	Salaries--Secretarial	Employee Benefits	Materials and Supplies	Books	Contractual Services	Travel	Institute of Higher Education	Local Education Agency	Teacher Association	Superintendent of Public Instruction	Teacher Corps
PRELIMINARY DISCUSSIONS	0	4905	1001	925	70	0	30	652	328	613	1514	240	4888
LETTER OF INTENT	0	1837	90	292	20	0	44	105	386	398	791	161	1150
BY-LAWS	0	2417	20	369	62	0	42	471	373	1120	272	85	2761
AGENCY APPROVAL	0	532	15	74	22	0	70	30	242	151	98		252
TOTALS	0	9691	1126	1660	174	0	186	1256	1329	1582	2175	456	9551

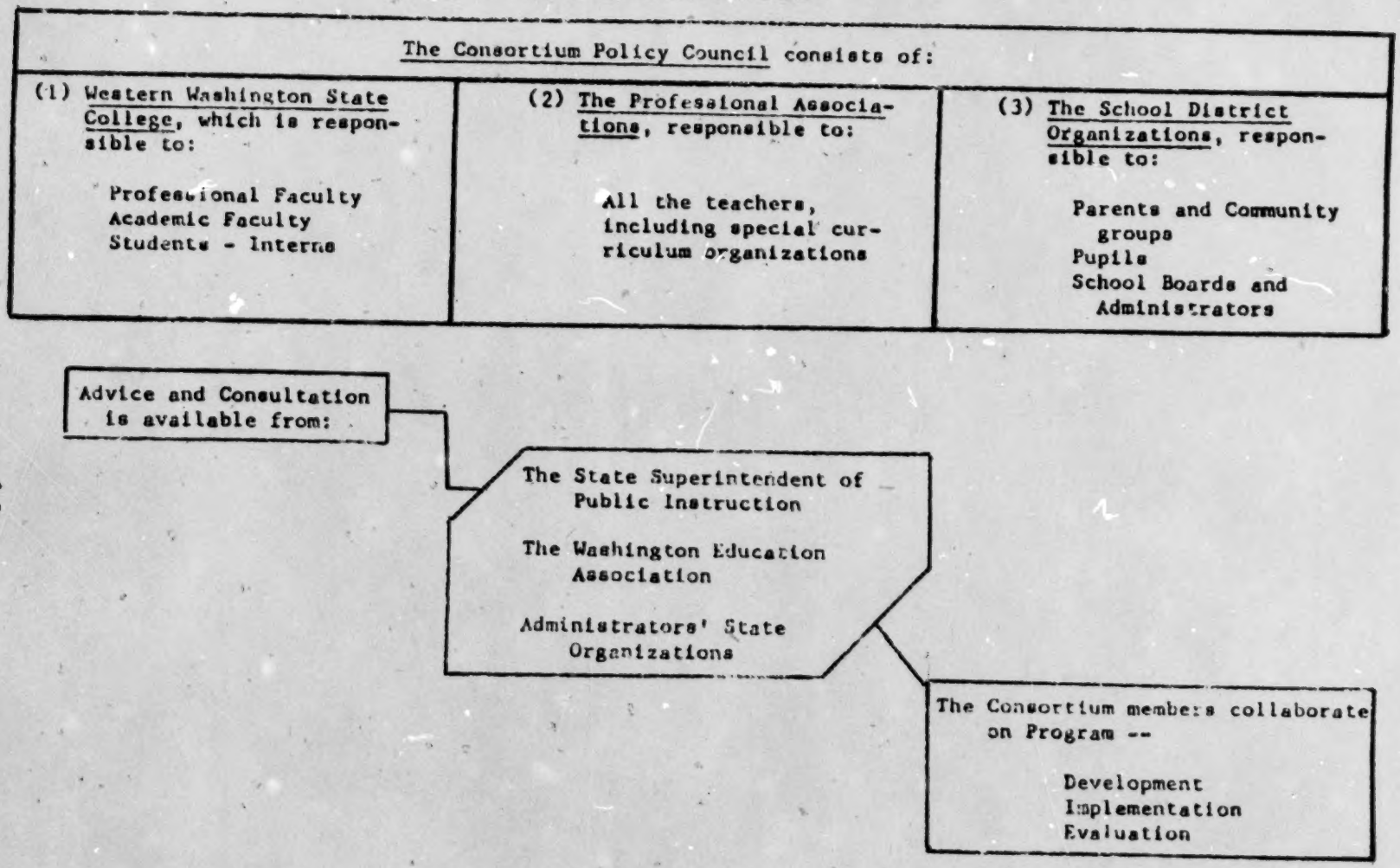
14,093

BENEFITS/LIABILITIES	INDIVIDUAL					INSTITUTIONAL			
	Cognitive	Affective	Psychomotor	Professional	Economic	Programmatic	Environ-mental	Economic	Political
STUDENTS									
SCHOOL BUILDING									
LOCAL EDUCATION AGENCY									
INSTITUTE OF HIGHER EDUCATION									
TEACHER ASSOCIATION									

APPENDIX D

Miscellaneous Consortia Development Documents

THE COLLABORATION MODEL


The Consortium Policy Council consists of:
(1) Western Washington State College, which is responsible to:
Professional Faculty
Academic Faculty
Students - Interns
(2) The Professional Associations, responsible to:
All the teachers, including special curriculum organizations
(3) The School District Organizations, responsible to:
Parents and Community groups
Pupils
School Boards and Administrators
Advice and Consultation is available from:
The State Superintendent of Public Instruction
The Washington Education Association
Administrators' State Organizations
The Consortium members collaborate on Program --
Development
Implementation
Evaluation

ROLES OF CONSORTIUM MEMBER AGENCIES

Professional Association: Assures input from all professioanl Association Affiliates

"shall have the professional association responsibility in a consortium and shall have the responsibility of providing opportunity for input from all other specialized and subject matter associations."*

School Organization Assures input from parents, community in general, and school administrators

"...should represent the interests of parents, interested citizens, school children and youth, the local school board(s) and the school administration, including principals."*

University/College Assures input from

a) the academic, professional, and administrative faculties; and

b) from the students in the preparation program.

"Colleges/universities should represent the interests of students and of academic, professional and administrative faculties."*

NOTE: The 1971 Consortium guidelines specify that the authority for activities on behalf of member agencies given to a representative must be clearly delineated. What decisions is he/she authorized to make, and what is to be the process for making the decision.

"Under these standards, preparation programs are to be developed and implemented by a consortium of agencies. Each agency will designate its own representative(s), and clarify with that (those) representative(s) his (their) authority in acting in behalf of the agency."*

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* All quotes are from p. 3 of the document entitled, "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel," adopted by the State Board of Education, July 9, 1971.

STEPS IN FORMING A CONSORTIUM

Step One: File with the Superintendent of Public Instruction a letter of intent to form a consortium.

Who: Official representatives of the agencies proposing the consortium

When: Fall, 1975

Step Two: Specify the arrangement and processes the consortium will use to:

a) formulate policy

b) develop program objectives, elements, and characteristics

c) gain input and involvement of students and citizens in model development

d) implement the program

e) administer the program, including monitoring candidate progress, reporting and recommending certification, recommending certificate endorsements, etc.

f) conduct annual program review and evaluation.

Who: official representatives of the agencies proposing the consortium, along with resource personnel available through WEA, SPI, etc.

When: Winter, 1975-76

Step Three: Arrange for and report results of at least one comprehensive outside evaluation during the three to five years between periodic program approval by the State Board of Education

Who: Consortium

When: Arrange for evaluation of WWSC Teacher Corps program--Winter, 1975-76

Report results -- Spring, 1976

Step Four: Give evidence that it has the human and material resources to conduct, to implement, and to arrange for evaluation of the preparation program. (Demonstrate an evaluation model--the one used with WWSC Teacher Corps.)

Who: Consortium agency representatives and/or their evaluation consultant

NOTE: These steps are to be found on page 4 of the document entitled "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel," adopted by the State Board of Education, July 9, 1971.

ANTICIPATED CRITERIA* FOR USE IN GRANTING STATE BOARD APPROVAL TO TEACHER PREPARATION CONSORTIA

	Yes	No	Comments
Criterion #1 Does the Consortium proposal clearly specify what it is the consortium will be preparing people to do?	___	___	_____
Criterion #2 Does the Consortium proposal clearly specify which knowledges, attitudes, and/or skills will be needed by the participants in order to do what they are being prepared to do?	___	___	_____
Criterion #3 Does the Consortium proposal clearly specify what the participants will be doing in order to develop and demonstrate competencies?	___	___	_____
Criterion #4 Does the consortium proposal spell out what will be done to insure that the candidates' program of learning is tailored individually to his/her professional needs and personal learning style(s)?	___	___	_____
Criterion #5 Does the consortium proposal indicate how the consortium will know if a candidate is competent enough to enter the professional growth program and subsequently, when the participant is competent enough to leave the program?	___	___	_____
Criterion #6 Does the consortium proposal indicate what will be done to insure that the candidate gets positive,regular feedback on how he is doing on his growth objectives?	___	___	_____

Criterion #7	Yes	No	Comments
Does the consortium proposal indicate what resource assistance will be available to the staff development personnel of the Consortium to insure that these personnel are comprehensively prepared to do the job?	___	___	_____
Criterion #8			
Does the consortium proposal indicate a) what the learning experiences will consist of, b) what assurances are there of quality in the experiences to be offered, c) how is it known that these experiences will provide each candidate with the particular learning assistance needed to arrive at his/her competency goals, d) what in these experiences suggests that the candidate will continue improving his competency goals after the courses are completed?	___	___	_____
Criterion #9			
Does the consortium proposal contain mention of a follow-up capacity designed to ensure that the participant has the opportunity to continue refining his competencies and developing new ones?	___	___	_____

---

* These criteria were formulated into checklist question form from a review of the items listed under "Development of preparation opportunities and alternatives" on pp 4-5 of the document entitled, "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel," adopted by the Washington State Board of Education, July 9, 1971 .

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

October 15, 1975

RECEIVED
OCT 17 1975
Washington Education Assn.

Mr. Al Smith
Washington Education Association
910 Fifth Avenue
Seattle, WA 98104

Dear Al:

First, let me say that I think you have done a fine job of sifting out some of the key elements in the 1971 Guidelines and Standards. What you have done should be very helpful as you proceed with your Teacher Corps project this year.

Here are a few minor reactions to what you have written. Under Step Three, the 1971 Guidelines refer to at least one comprehensive outside evaluation during the three to five years following formal approval by the State Board of Education. Although the evaluation you expect to conduct in 1975-76 is very appropriate for purposes of the Teacher Corps project, I would assume that you will be seeking State Board of Education approval of a program following that evaluation rather than before.

Under Criterion #8, you speak of "courses." The 1971 Guidelines and Standards speak of "experiences." This was deliberate in drawing up the standards in order to shift emphasis to whatever experiences are most appropriate for a candidate in order to acquire competencies. Granted, higher educational institutions offer "courses" and receive state funding in terms of student credit hours. And even though "courses" are a part of your Teacher Corps program, those courses should include the experiences your consortium believes to be most appropriate for acquisition of competencies.

You are in good hands as you work with Herb Hite and his colleagues. Please contact us if you have questions about developing your program.

Sincerely,

Edwin L. Lyle
Associate for Teacher Education
Professional Education
and Certification

ELL/pc

SPI
Superintendent of Public Instruction
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

October 22, 1975

Mr. Al Smith
Teacher Corps
Western Washington State College
Bellingham, WA 98225

Dear Al:

We have received your memo concerning the possibility of developing a consortium for preparation of teachers. We would, of course, be interested in participating in any meeting that might be called related to this. It is important, however, that all agencies indicate their desire and intent to pursue such consortium and program development.

As you know, we do not have any funds to support the development of new consortia.

We will be looking forward to hearing further from you.

Sincerely,

Lillian V. Cady
Director
Professional Education
and Certification

LVC/pc

cc: Arnold Gallegos
Richard Post

APPENDIX E

Listing of Events Held Directly Related

to Consortia Development

APPENDIX E

Listing of Events Held Directly Related

to Consortia Development

Date	Event
9/10/75	Meeting of WEA Instruction and Support Services (ISS) Division
9/13/75	Meeting of WEA Office of Certification and Accreditation
9/15/75	Meeting of WEA staff Uniserv representatives of the Fourth Corner Uniserv Council
9/15/75	Meeting of representatives of the Bellingham Education Association and WEA staff
9/22/75	Site visit to Parkview Elementary School (Bellingham)
9/30/75	Joint SPI-WEA meeting (Olympia)
10/1/75	Site visit to Arlington School District
10/1/75	Site visit to LaConnor School District
10/3/75	WEA staff inservice meeting
10/9/75	WEA - Arlington Education Association (AEA) meeting
10/16/75	WEA staff inservice meeting
10/20/75	WEA staff inservice meeting
10/21-23/75	Site visit to Neah Bay
10/24/75	Meeting of WEA and AEA (Arlington)
10/28/75	Meeting of WEA ISS Division
11/4/75	WEA-AEA meeting (Arlington)
11/11/75	Meeting of WEA ISS Division

11/17/75	Joint SPI-WEA staff meeting (Seattle)
12/1/75	Consortium Planning Meeting (Arlington)
12/2/75	Meeting of WEA ISS Division
1/9/76	Consortium Planning meeting (Arlington)
1/14/76	Meeting of WEA staff with Neah Bay teachers
1/16/76	Meeting of WEA staff with WEA Instruction and Professional Development Commission
1/19/76	Meeting of WEA ISS Division
1/22/76	Meeting of WEA staff and local representatives of District 1
1/26/76	Meeting of WEA ISS Division
1/28/76	Meeting of Consortium Policy Board (WWSC)
1/28/76	Meeting of State Consortium Advisory Committee (Shadow Lake)
2/2/76	Meeting of WEA ISS Division
2/12/76	Meeting of Program Development Specialist (PDS) with University of Washington's Norma Dimmit (Seattle)
2/17/76	Meeting of WEA ISS Division
2/27/76	Meeting of PDS with University of Washington's Norma Dimmit (Seattle)
3/18/76	Meeting of PDS with SPI's Ed Lyle (Seattle)
3/19/76	Meeting of PDS with Gonzaga University's Bob Branch (Spokane)
4/14/76	Meeting of PDS with SPI's Alf Langland
4/27/76	Meeting of Consortium Policy Board (Arlington)
5/6/76	Meeting of State Consortium Advisory Committee (Shadow Lake)

APPENDIX F

Minutes of the Consortium Planning Meetings of

November 17 and December 1

NOTES ON CONSORTIA MEETING in Arlington - NOVEMBER 17, 1975

Persons involved:

Joe Monty - Arlington
Irv Rydberg - Anacortes
Dave Azmes - LaConner
Leonard Sautct (spelling?) - WWSC
Dick Finnigan - Anacortes
Herbert Hite - WWSC
John Snyder - Arlington
Ed Lyle - SPI
Stan Jeffers - WEA
Barbara Thomas - WEA/Teacher Corps
Al Smith - WEA/Teacher Corps - WWSC
Dick Post - Arlington

C O N S O R T I A

I. Certification

A. 1961 Standards - initial or standard certification - 45 credits beyond the initial certificate.
B. 1971 Standards - continuing certification - competency base beyond the 45 credits beyond the initial certificate.
C. Certificate is good unless you have been inactive for 7 years or more, then there will be a necessity to renew it.

II. Consortia - a partnership

A. As a consortia we would have to develop a process for in-service.
B. Teachers will have input but it does not mean that they agree with the results.
C. Need recommendations.
D. Product (teacher) - 1971 guidelines provide a tool for more input by the district.
E. Need to move to in-service first but not forgetting to look at the whole picture (pre-service also).
F. Retraining is necessary to keep up-to-date.
G. A serious involvement with other district.
H. Consortia Law - 1961 and 1971 Standards is optional.
I. A commitment from everyone.
J. Money?????
   1. Definite - $10 certification fee which provides $9 for staff development.
   2. 1977 Budget request for in-service (possibility)
   3. Comment - grant does not lean on the success or failure of a consortium.

III. Concerns - Comments

A. Association - (Role) Important that all agencies and associations work together to develop funds in relations to in-service education.
B. Teachers - Concerned about if what is required is actually what is needed. Where do they fit in? Meeting the needs once they start teaching professionally.

Consortium Meeting
December 1, 1975

LETTER OF INTENT

a) Signed by Dean Gallegos from WWSC
" " Richard Post, Supt., from Arlington School District
" " John Snyder, President, Arlington Education Association

b)

c)

d) Inservice or continuing education for the classroom teacher is the emphasis, although it will be a "whole package". In other words, the approach will be addressed to the continuing certificate although provisions will be made for the other two levels of certification (initial and first-year);limited to classroom teachers, i.e. not ESA's (counselor, psychologist, etc.)

e) K-12, all levels, all subject areas

f) Reasons:

AEA: There is a need to get involved in the education of teachers, i.e. certification. This is a means of providing for that need. It will also provide resources not otherwise available.

ASD: Experience with Teacher Corps has provided benefits to the district for its participation in teacher education programs. Also part of the responsibilities of the district is to insure that the staff has continuing training suited to district needs.

IHE: Historically WWSC, as a teacher preparation agency, has had a commitment in the area (geographic) with Teacher Corps and has conducted pilot studies using the 1971 Guidelines. WWSC also has a commitment to work with the other two agencies on a parity basis.

Additional: Joe M--There seems to more acceptance of a program if the training is done within the district.
Herb--Teacher Corps (national) has an interest in demonstration of a model for collaboration.

g) Future expansion:

Historically, WWSC has worked with (and in) Anacortes, LaConner, and Bellingham. The Consortium will be open to other districts, associations, and IHE's at the discretion of the consortium.

h) Calendar

Activities will be done during/through TC avenue. AEA suggested regular meetings. ASD suggested that 1 person write, then bounce the ideas off the committee (Hite method). Al will be coordinating the effort during the next 2-3 months. By April 1, will have a proposal ready; in the meantime, will use Hite method (presumably at your--Al's--discretion).

C. District - Not interested in merit pay. Are in in competency bonus (in process). Objectives - staff selects their own additional training needs. The districts are concerned with more input to those ideas (teachers) on their in-service needs. More concerned in the in-service aspects than in pre-service.

D. Teacher Corps - Interested in developing the collaborative approach in in-service. Retraining functions! Main Thrust - First and second level of certification. Present model is a teacher-designed model.*

E. Consortia - Take the very interested district, let them put their heads together to create a program that meets their needs and let the other districts become a part afterwards (piggy back ride). Late comers will have to buy that package as is. Focus - continuing education level. Special recognition award beyond the continuing certificate. Consortium to design the program.

F. Local - local association are confused about what is going on!

G. Superintendents - are less interested in pre-service education because they are hiring more experienced teachers from the get.

IV. Questions???????

A. What does in-service include?
B. Are we going to be able to free up teachers in the future for in-service education?
C. How do you deal with the teacher's schedule (over-loaded already)? Need a reasonable way!!!!!!
D. Are we ready to actually participate in the approval of a consortia model (planning process)?

V. Letter of Intent!

A. Objectives stated.
B. This letter will endorse the package.
C. Open consortia mentioning LaConnor and Anacortes (their interest).
D. DEADLINE - Prepared and completed for distribution at our next meeting (Monday, December 1, at Weller's Chalet restaurant - 10-2 p.m.)

*III./D. Field centered idea for interns has proved to be excellent experience before professional involvement!

1) Assistance from SPI

AEA: SPI should be available to fulfill needs as they arise
ASD: SPI should be available to react to the proposal/process so that the end result will be "approvable".
IHE: No extra money or specialists will be needed
TC (Herb): SPI can give a sense of perspective to the group pursuing the Consortium
SPI: Primarily we act as a liaison.

unnecessary

Lee suggested looking at documents from approved consortiums to prevent/duplication.

Paul suggested a working draft by March 1 (since between June 15-Oct 1 there is effectively no group), thus providing a certain amount of lead time. Suggested that Al meet with the TCCC--see Dean Gallegos about this arrangement.

Another time-line: 1st draft by Jan
meetings for reaction during Jan/Feb
working draft prepared by March

A word of caution: the Consortium may not be ready by next year. It may only have "tentative" approval of the various components The AEA noted, however, that they are concerned with quality and don't want to rush into anything at the price of quality.

Participants at December 1, 1975 Consortium Development meeting, Arlington

Terry Cain	WEA
Kirsti Charlton	WWSC
Lee Dallas	WWSC/Arlington
Paul Ford	WWSC
Ken Greff	Arlington, Intern
Stan Jeffers	WEA
Ed Lyle	SPI
Pat McIntyre	WWSC
Joe Monty	Arlington, Team Leader
Dick Post	Arlington SD
Irv Rydberg	Anacortes
John Snyder	AEA/Arlington
Arnold Torseth	LaConner
Paul Randy Walker	WWSC/TC Network

APPENDIX G

Letter of Intent

MEMORANDUM

TO: Al Smith

FROM: Esther

DATE: 1/13/76

SUBJECT: "Letter of Intent" Distribution

Copies of the Letter of Intent were distributed to the following:

Dave Aspnes	LaConner	Joe Monty	Arlington
Paul Ford	WWSC	Dick Post	Arl. School Dist.
Arnold Gallegos*	WWSC	Irv Rydberg*	Anacortes
Beverly Haddock	BEA	Len Savitch	WWSC
Bill Hainer	WEA	Ron E. Scarvie	Uniserv
Wayne Hall	WEA	Michael R. Schoeppach	Uniserv
Herb Hite*	WWSC	John Snyder	Arl. Educ. Assoc.
Stan Jeffers	WEA	Harcldie Spriggs*	National TC
Don Johnson	WEA	Randy Walker	Far West Network

*Also received copies of letters of support and minutes of consortium meetings on November 17 and December 1.

WESTERN WASHINGTON STATE COLLEGE

BELLINGHAM, WASHINGTON 98225 · AREA CODE 206 676-3000

January 8, 1976

Dr. Monica Schmidt
Assistant Superintendent
Division of Professional Services
Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504

Dear Dr. Schmidt:

Over the past two months, representatives of the Arlington Education Association (AEA), the Arlington School District (ASD), and Western Washington State College (WWSC) have been meeting together to assess the feasibility of developing a consortium for both pre- and in-service teacher training under the specifications as outlined in the 1971 "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel." Two meetings were held respectively on November 17 and December 1 for this purpose. (See minutes enclosed.) Dr. Ed Lyle, of OSPI, was present as a resource person at both meetings.

This letter is the official notice by AEA, ASD and WWSC of their intent to develop a collaborative proposal for a teacher education consortium. The three "partner" organizations which are filing this letter have agreed that such a consortium is feasible and are proceeding to establish a policy board of representatives to act for their respective agencies. This board will be establishing the working arrangements, policies, and programs that meet the criteria set forth in Section C, pages 4-5 of the Guidelines and Standards.

Several consensus views were shared by the partner agencies through the course of the two initial meetings. To begin with, agency representatives agreed that the proposed consortium will place its major emphasis on inservice or continuing education/certification for teachers--not, however, to the exclusion of pre-service education.

The focus of the consortium will concentrate on establishing criteria for the recommendation of candidates to the State Superintendent for (1) preparatory, (2) initial, and (3) continuing certification, as specified in the Guidelines.

Representatives of the Arlington Education Association presented a need for teacher associations to become more directly involved in the education of teachers. Mention was made also by AEA officials that teacher acceptance of inservice has, from their experience with the Teacher Corps program of WWSC, been significantly enhanced by locating the training in the district.

Arlington's Superintendent indicated that, based on the district's experience with WWSC's Teacher Corps program (which presently is concentrating on field-based inservice education for teachers) the district is very interested in pursuing a formalized partnership (consortium) with AEA and WWSC in order to continue, improve, and expand opportunities for continuing teacher education. It was also mentioned that the district has a responsibility to insure that its staff has continuing education which is suited to the needs of the district.

Officials of WWSC's Department of Education affirmed their historical commitment as a teacher-preparation institution to serve the geographic area which is inclusive of the Arlington District. This commitment has included pilot studies under the auspices of its Teacher Corps program to develop a collaborative process model for consortia decision making based on the '71 Guidelines.

The agency representatives agreed that the consortium to be developed will be open to additional agency memberships at the discretion of the initial partner institutions. With this in mind, other area district administrations and teacher associations which have been historically linked in cooperative pre- and in-service programming via WWSC's Teacher Corps program--LaConner, Bellingham, and Anacortes--will be invited and encouraged to be active, non-voting, participants during the formation stages of consortium development, in anticipation of their possible involvement with the consortium in the future.

The consortium proposal will be developed in essentially two phases. Phase one will address policy and governance. During this phase, the operational framework for the consortium will be cumulatively designed. Phase two will address development of an inservice educational program within the operational framework agreed to by the three member agencies.

The calendar for developing the consortium is approximately as follows:

January 1976	Develop a first draft of the governance and policy (WEA/Teacher Corps Program Specialist with official representatives from AEA, ASD, and WWSC).
February 1976	Modification/revision of the first draft through a series of "reaction" meetings. (WEA/Teacher Corps Program Specialist with official representatives from AEA, ASD, and WWSC).
March 1976	Presentation of a working draft to each representative agency's respective governance unit for official sign off.
April/May 1976	Development of a program of inservice training for teachers which is suited to identified needs of Arlington School District youngsters.
June 1976	Submission of the consortium proposal (both phases) to OSPI for review and site visitation arrangements.

All of the partner agencies in conclusion agreed that a consortium model may not be ready for implementation by the 1976-77 school year--it may have only "tentative" approval. Though the scheduled plan for development is ambitious, it is to serve as a guide rather than a time sequence that must be followed absolutely. All partner agencies felt the concentration on quality had greater priority than speed.

It is the intent of the agencies here identified to proceed methodically in stages over the next few months in development of a proposal. We would appreciate resource assistance from OSPI in reviewing the documentation as it evolves from each sequential stage, to insure that the Guidelines are being appropriately addressed and interpreted.

Your attention to this letter of intent is appreciated.

Respectfully submitted,

John G. Snyder

Mr. John G. Snyder, President
for the Arlington Education Association

Dr. Arnold M. Gallegos, Associate
Dean, Teacher Education
for Western Washington State College

Richard L. Post

Mr. Richard L. Post, Superintendent
for Arlington School District

AJS:ed, 1/8/76
cc: Washington Education Association
Enclosures

ARLINGTON SCHOOL DISTRICT NO. 16

135 SOUTH FRENCH AVENUE
ARLINGTON, WASHINGTON 98223
GE 3-3156

January 8, 1970

Mr. Al Smith, Program Development Specialist
Teacher Corps
Western Washington State College
Bellingham, Washington 98225

Dear Al:

The Arlington School Board has designated me to be the district representative for the ninth cycle teacher corps project. It will be my intention to represent the district and the teacher training consortium development since this is a major activity of this project.

Sincerely,

Richard L. Post
Superintendent

RLP:dl

WESTERN WASHINGTON STATE COLLEGE
BELLINGHAM, WASHINGTON 98225 · AREA CODE 206 676-3000

January 7, 1976

Dr. Frank B. Brouillet
Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504

Dear Dr. Brouillet:

This letter authorizes Dr. Herb Hite, Professor of Education, to represent Western Washington State College on the Policy Board working on the development and implementation of an education consortium involving WWSC, the Arlington Public School District, and the Arlington Education Association.

Sincerely,

Arnold M. Gallegos
Associate Dean for Teacher Education

AMG:se
cc: Lillian Cady
Paul Ford
Herb Hite
Al Smith

ARLINGTON EDUCATION ASSOCIATION

POST OFFICE BOX 323 ARLINGTON, WASH. 98223

Box 323
Arlington, Washington 98223

December 4, 1975

Al Smith
WEA
Bellingham, Wa. 98225

Dear Mr. Smith,

This is to inform you that on November 24, 1975 the Arlington Education Association Rep. Council voted unanimously to have Joe Monty and John Snyder represent the Association at all Consortium meetings and to deal with all Consortium business. They will also represent our Association on the Eleventh Cycle Teacher Corp Consortium.

Sincerely,

John G. Snyder

John Snyder,
President A.E.A.

DR HITE

SPI **Superintendent of Public Instruction**

DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

January 16, 1976

Dr. Arnold M. Gallegos
Associate Dean, Teacher Education
Western Washington State College
Bellingham, WA 98225

Dear Dr. Gallegos:

Your letter of intent dated January 8, 1976, to form a consortium for the preparation of teachers has been received from the Arlington School District, Arlington Education Association, and Western Washington State College.

It is our understanding that the submission of your letter does not mean a program has been approved at this time. Instead, it is realized that the agencies listed in your letter are considering a collaborative effort in program development in accordance with the 1971 Guidelines and Standards.

It is our hope that your work in creating and implementing a new program of preparation and career development will move along carefully and successfully. We will provide limited consultant assistance to your consortium work upon request. Please keep us informed of your progress and your problems.

Sincerely yours,

Monica

Monica Schmidt
Assistant Superintendent
Professional Services

MS:ae-4-3

cc: Lillian Cady

APPENDIX H

Northwest Professional Development

Consortium Policy Procedures

Policies and By-Laws

WESTERN WASHINGTON STATE COLLEGE

BELLINGHAM, WASHINGTON 98225 · AREA CODE 206 676-3000

MEMORANDUM

TO: Policy Board Members - Arlington Consortium

FROM: Al Smith

DATE: April 16, 1976

SUBJECT: Adoption of by-laws for the Consortium

Since we last met, I've visited with Norma Dimmit of the University of Washington and Bob Branch of Gonzaga University to study the by-laws of their respective consortia. With that input added to the discussion we had at our meeting, I prepared a draft of by-laws for our consortium for us to look at. Several people who were present at our Consortium development meeting earlier in the year have reacted to this draft and a summary of these reactions is enclosed.

At our meeting of April 27, we should be able to refine the draft to the point where you can take it to your respective constituencies. I am hopeful that by the end of May, the by-laws will be approved and we can begin discussing program development.

cd

Northwest Professional Development
Consortium Policy Procedures
Policies and By-Laws

Comments

(1) Article I Name of Consortium

(2) Section 1. Northwest Professional Development Center

(3) Article II Purpose of the Consortium

(4) Section 1. The Consortium will establish and implement cri-

(5) teria for the recommendation of candidates to the State

(6) Superintendent for (1) preparatory, (2) initial, and (3)

(7) continuing certification as specified in the Guidelines and

(8) Standards for the Development and Approval of Programs of

(9) Preparation Leading to Certification of School Professional

(10) Personnel (July 9, 1971).

(11) Section 2. The Consortium will coordinate the planning, pre-

(12) sentation, and evaluation of inservice education for educators.

(13) Article III Membership

(14) Section 1. Membership in the Consortium will consist of rep-

(15) resentatives from the Arlington School District #16, the

(16) Arlington Education Association, and Western Washington State

(17) College.

(18) Section 2. Membership in the Consortium will be open to other

(19) interested school districts, professional associations and

(20) universities/colleges which request admission in writing to

(20) universities/colleges which request admission in writing to

(21) the Consortium's Policy Board. Admission approval will be

(22) given by the Consortium Review and Recommendation Agencies.

(23) a. Established Consortium policies and by-laws will

(24) pertain to new members admitted to the Consortium.

(25) b. A school district and its respective professional

Comments

association may seek admission to the Consortium only if both apply jointly.

c. Any member group may withdraw from the Consortium by notifying the Chairman of the Policy Board of that intent in writing. Such withdrawal may occur at any time unless an obligation assumed by the member has not been fulfilled. In such a case, withdrawal will follow completion of the obligation.

d. The withdrawal of a school district or its respective professional association will automatically affect the withdrawal of the other group.

Article IV Representation of Consortium Membership

Section 1. The chief administrator of the school districts, professional associations, and university will each designate one representative to serve on the Policy Board.

Section 2. Each member of the Policy Board, in consultation with their respective membership(s), will appoint to Ad hoc advisory committees sufficient representatives from their membership(s) to ensure adequate and comprehensive involvement

in consortium planning, implementation, and review.

(21) Section 3. To provide for continuity in consortium planning,

(22) implementation, and review responsibilities, two year appoint-

(23) ments will be made for the Policy Board, with members eligible

(24) for reappointment.

(25) Section 4. New appointments and/or replacements to the Policy

Comments

Board and Ad hoc advisory committees will follow the procedures as outlined in Article IV, Sections 1 through 3. An attempt will be made to maintain a balance of new and experienced members.

Article V Consortium Management System

Section 1. Organization

a. The Consortium management units will consist of the Review and Recommendation Agencies, the Policy Board, Ad hoc advisory committees, and Ad hoc task forces.

b. The appointed Policy Board members will serve officers of the Consortium. The chairmanship will be rotated each year.

Section 2. Voting Procedures

a. Policy Board decisions regarding proposed Consortium policy, program, and procedure specifications will require consensus agreement among the three agencies.

b. Ad hoc Advisory Committee recommendations to the Policy Board regarding Consortium policy will be made in writing and will indicate the recorded vote of the committee

members.

c. A quorum, defined as half or more of the Ad hoc advisory committee membership(s), is required for a recommendation vote.

d. Any member of an Ad hoc advisory committee may call for a caucus of his group at any time. Such a request takes

Comments

(1) precedence over matters before the committee at that time.

(2) e. Voting by the ad hoc advisory committees on recommen-

(3) dations to be presented to the Policy Board will occur only on

(4) matters which have been presented at a previous meeting of the

(5) committee.

(6) Section 3. Task Forces and Ad hoc Advisory Committees of the

(7) Consortium

(8) a. Task forces composed of qualified resource personnel

(9) will be formed by Ad hoc advisory committees for the purpose

(10) of designing the specific components of the programs to be

(11) presented by the Consortium.

(12) b. The Ad hoc advisory committees recommend candidates

(13) to the Policy Board for appointments to task forces.

(14) c. The Ad hoc advisory committees may include members

(15) from all cooperating agencies, but also may be comprised of

(16) members from a single agency.

(17) d. Ad hoc advisory committees and their task forces will

(18) be dissolved upon completion of the targeted task(s).

(19) Section 4. Meetings of the Consortium

(20) a. A schedule of meetings for the Consortium Ad hoc ad-

(21) visory committees will be established by the Policy Board.

(22) b. The Policy Board will meet regularly once per aca-

(23) demic quarter or as the Board decides more meetings are

(24) warranted. Notice of such meetings is to be in writing, pub-

(25) lically displayed, and inclusive of an agenda.

Comments

c. The Policy Board Chairperson will call meetings. All requests for Board meetings are to be made to the Chairperson.

d. Interested individuals from cooperating agencies and representatives from agencies not affiliated with the Consortium may attend any meetings of both the Policy Board and the Ad hoc advisory committees (but not vote on matters before these bodies).

Article VI Roles and Responsibilities

Section 1. Consortium Approval Agency

a. The State Board of Education assumes final responsibility for approval of the Consortium operational structure and its programs. These approvals will be based upon an assessment of whether the proposed Consortium meets policy, program, and procedural specifications as outlined in the 1971 Guidelines and Standards .

Section 2. Consortium Review and Recommendation Agencies

a. The chief administrator for each of the participating agencies (with advice and/or consent of each agency's policy and monitoring bodies) will ensure that Consortium policy, program, and procedural specifications are compatible with

(21) agency policies, programs, and procedures.

(22) b. The Consortium Review and Recommendation Agencies will

(23) assume final responsibility for receiving, recommending, and

(24) monitoring Consortium policy, program, and procedural speci-

(25) fications.

Comments

c. The Consortium Review and Recommendation Agencies will assume final responsibility for designation of resources necessary for developing, implementing, and monitoring the Consortium.

Section 3. Consortium Policy Board

a. Role of the committee

(1) The Policy Board will provide leadership, coordination, and synthesization of the work performed by the ad hoc advisory committees and their related task forces and in addition will provide liaison between Ad hoc committees and Consortium Review and Recommendation agencies.

(2) The Policy Board will refer proposed consortium policy, program, and procedural specifications to the Consortium Review and Recommendation Agencies for final consideration before these specifications are submitted to the State Board of Education for program approval.

(3) The Policy Board will assume fiscal responsibility for the Consortium.

b. Roles and responsibilities of Board members relative to their respective agencies

(1) The designated school district representative will

(21) ensure that the Consortium, as it develops, falls within the

(22) scope of district priorities, reflects district educational ob-

(23) jectives, and provides input from district areas of specializa-

(24) tion.

(25) (2) The designated professional association represen-

Comments

tative will ensure that the Consortium reflects the interests of classroom teachers, coordinate the efforts of the association in implementing Consortium policies and by-laws, and will provide liaison to/from the Association on matters related to certification and inservice education.

(3) The designated university representative will ensure that proposed Consortium policy, program, and procedure specifications related to admission, training, evaluation and certification of Consortium candidates are in accord with established College of Education policy; or if not, are channeled through established collegiate faculty processes for ultimate College of Education acceptance or rejection.

Article VII Amendments to the Consortium Policies and By-Laws

Section 1. Amendments to and revisions of these policies and by-laws may be made by a consensus of the Consortium Policy Board and approval of the Consortium Review and Recommendation Agencies.

(21)

(22)

(23)

(24)

(25)

Second Draft
4/28/76
For Discussion Only

Northwest Professional Development Consortium Policy Procedures
Policies and By-Laws

Article I Name of Consortium

Section 1. Northwest Professional Development Consortium

Article II Purpose of the Consortium

Section 1. The Consortium will establish and implement programs leading to recommendation of candidates to the State Superintendent of Public Instruction for (1) preparatory, (2) initial, and (3) continuing certification as specified in the Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to Certification of School Professional Personnel (July 9, 1971).

Section 2. The Consortium also will establish and implement programs for the inservice education of educators.

Article III Membership

Section 1. Membership in the Consortium will consist of the Arlington School District #16, the Arlington Education Association, and Western Washington State College.

Section 2. Membership in the Consortium will be open to other interested school districts, professional associations and universities/colleges which request admission in writing to the Consortium's Policy Board. The Policy Board may approve applications for admission.

a. Established Consortium policies and by-laws will pertain to new members admitted to the Consortium.

b. A school district and its respective professional association may seek admission to the Consortium only if both apply jointly.

c. Any member group may withdraw from the Consortium by

notifying the Policy Board of that intent in writing. Such withdrawal may occur at any time unless an obligation assumed by the member has not been fulfilled. In such a case, withdrawal will follow completion of the obligation.

d. The withdrawal of a school district or its respective professional association will automatically effect the withdrawal of the other group.

Article IV Governance and Management

Section 1. The chief administrator(s) or their surrogates of the school districts, professional associations, and the unit for teacher education of the College or University(s) will serve on the Policy Board. Each member of the Policy Board will be responsible for appropriate consultation with officers or councils of their respective memberships on all matters requiring formal action by the Policy Board.

Section 2. Advisory Committees and Task Forces

The Policy Board will appoint advisory committees and task forces to carry out the purposes as described in Article II.

Section 3. Policy and Program Approval

Policies and program approvals may not be formally adopted by the Policy Board at the same meeting they are initially proposed.

Section 4. Management

All management responsibilities and roles will conform to the procedures outlined under the provision for consortium management established within the 1971 Guidelines.

Section 5. Voting Procedures

All Policy Board decisions will require a unanimous vote by the Policy Board.

Article V Amendments to the Consortium Policies and By-Laws

Section 1. Amendments to and revisions of these policies and by-laws may be made by a unanimous vote of the Consortium Policy Board.

APPENDIX I

Agency Approval of By-Laws

ARLINGTON EDUCATION ASSOCIATION

POST OFFICE BOX 323 ARLINGTON, WASH. 98223

May 28, 1976

Al Smith
Consortium Development
W. W. S. C.

Al,

On May 24 the Arlington Education Association voted to accept the Procedures and By-Laws, as amended, of the Northwest Professional Development Consortium. Included in that motion was the approval of A.E.A.'s further invovement in the Consortium.

There were some voiced concerns about sect. 2 part c of Article III, concerning obligations being fulfilled before withdrawl from the Consortium. Further clarification would be appreciated.

Sincerely,

John Snyder, President
Arlington Ed. Assoc.

WESTERN WASHINGTON STATE COLLEGE **MEMO**

To Herb Hite

From Al Smith

Date Oct. 14, 1975

Subject Progress Report on Consortia Development

Herb,

For the record: so far, the major interest in consortia development among Teacher Corps site personnel is in Arlington, Bellingham and LaConner. As of this date I have not discussed such development with local Association officials at either Anacortes or Neah Bay. I hope to make contact with representatives of these district locals over the next couple of weeks.

In Arlington, both Superintendent Dick Post and Educational Association President John Snyder have indicated their strong interest in cooperating in a collaborative manner with the potential development of a consortium. I am now attempting to set up a meeting with two representatives of each triad agency for some time late in October or early November. As for the site and meeting date, this will be set hopefully this week. The purpose of this meeting will be (1) to establish a teacher education consortium advisory committee, and (2) to discuss the feasibility for the development of inservice consortia.

In Bellingham I have talked with representatives of the local Education Association, and before we go any further it would be advisable for you and me to meet with Dr. Richard Green, inorder that the district be appraised of our intentions. Following this meeting, we can go ahead and attempt to form an advisory committee along the same design as with Arlington.

For LaConner I met with teachers of their elementary school, the elementary school principal, and their superintendent last week, at which time I discussed the consortium concept. Reaction appeared neither favorable nor unfavorable, so I am anticipating our next step will be to ask each of the triad agencies to identify representatives for attendance at a meeting of a consortium advisory committee to be scheduled some time in early November.

If there are any comments or suggestions you may have on this subject, don't hesitate to let me know.

cc: Dr. Don Johnson, WEA
Mr. Stan Jeffers, WEA

ARLINGTON SCHOOL DISTRICT NO. 16

135 SOUTH FRENCH AVENUE
ARLINGTON, WASHINGTON 98223
GE 5-2156

July 8, 1976

Mr. Al Smith
Teacher Corps
Miller Hall - Room 252
Western Washington State College
Bellingham, WA 98225

Dear Al:

The Arlington School Board approved the proposed by-laws of the teacher training consortium at its regular meeting on June 14, 1976.

Sincerely,

Richard L. Post

RLP/lc